

Women's Employment.

HOME SCHOOLROOMS AS A PROFESSION FOR WOMEN.

For many years the life of a governess in a private family was more or less of an anomaly. She was expected to do everything, to teach all subjects, including music and languages, to speak French, to make and mend, to be with the children all day, to look like a lady at a salary of £25 a year. Because, in most cases, it was impossible to do all this even indifferently well, to be educated at home by a governess was considered somewhat of a disadvantage. The definite training which it is now possible to obtain has largely altered this, and definite work in a recognised sphere has been productive of much more satisfactory results.

Institutions have sprung up everywhere for the training of ladies as nurses, nursery-governesses, etc., and there are many training colleges for school teachers of all kinds.

There is also a College (~~the House of Education at Ambleside~~) which gives definite training to ladies for teaching in private families, and the success of the training is more than proved by the results; indeed, it is impossible to meet the constantly increasing demand for ~~House of Education~~ students. The interest felt in the College is wide-spread, and earnest and well-bred women who are looking out for a career of good, happy and well-paid work are invited to offer themselves for training.

The need of co-workers (says the prospectus) is grievously felt by mothers, especially by some of those of the upper classes whose engagements press heavily upon them, and also by those living in the country beyond the reach of schools or outside classes.

It was decided to do something to raise the standard of work in home schoolrooms all over the country, and to give to the home-taught child some of the advantages of a school education, and the *Parent's Review School* was started with this end in view; it has more than justified its existence by good and happy work in some hundreds of home schoolrooms in England and the Colonies; in fact the work done has reached so high a standard that it is rousing a good deal of public interest, and lately there has appeared in the *Parent's Review* (the official organ of The *Parent's National Educational Union*) a list of a number of schools which have joined the *Review School*, and are working out its programmes and examination papers. These papers, sent out term by

term, give parents an exact knowledge of what is being done in the schoolroom, and it is a great support to the governess to have the sympathy and interest of the parents in what she is doing, indeed, the keen interest of the parents is a marked feature of the *Parents' Review School*.

A demand for teachers trained on these lines led to the starting of ~~The House of Education at Ambleside~~. This College was founded to train ladies, not only for any guardianship of children to which they might be called, but to enable governesses to bring the work and discipline of the home-taught child up to the standard of the child who goes to school (from six to seventeen in the case of girls and from six to nine or ten in the case of boys).

The training had to aim at giving the student:—1. That all-round resourcefulness and capacity which a private governess must possess in order to take up the direction of a home schoolroom. 2. A solution of the difficulties of teaching several children of varying ages and at different stages. 3. The power of teaching a large number of subjects in a wide curriculum in such a way as to give each child full scope for all his powers. 4. Some knowledge of human nature and its possibilities that the teacher might intelligently assist the parents in training their children.

The work of the College is entirely training and not teaching (though opportunities are given for learning the new methods of teaching Mathematics and Latin), and may be classed broadly under the following heads:

1. Psychology, Ethics and the History and Philosophy of Education.
2. The practice of Education in the Practising School.
3. The teaching of French, German and Italian on modern methods.
4. Nature Lore, including field work, the keeping of Nature Diaries, etc.
5. Art (Drawing, Water Colours, Modelling, etc.)
6. Music, Singing and Voice Production.
7. Hygiene, Drills, Walks, Hockey.
8. Arts and Crafts (Sloyd, Basketwork, Leatherwork, Bookbinding, Wood-carving, Brasswork, Bent-iron work, Needlework, Cooking, etc.)

The College has now been in existence some fifteen years, and its students are working chiefly in private families, though some have schools and classes of their own. The chief work of the students seems likely to be always private teaching, for there are a very large number of parents who are either unable to send their children to school or who prefer to keep them at home. The students find private teaching very happy work: they are treated as members of the family, often as elder daughters, and they share the family life, its opportunities for the pursuit of hobbies, literary culture and pleasant change; all

this does away with that feeling of drudgery and isolation which falls heavily on many professional women and tends to keep up a certain freshness and youth, so good for the children and so hard to maintain in the present rush of life.

The students go out with a very definite, as well as enthusiastic, knowledge of their profession; and the feeling that they are not isolated units, but members of a large body of thoughtful parents and teachers working with the same aims in view and on the same principles and methods, gives them the power of doing steady, quiet work without the anxiety that comes of an isolated uncertainty as to methods and aims; the fairly successful student is saved, too, anxiety about ways and means; she seldom leaves one post but another is waiting to receive her and, probably, no professional women are so well-paid and so pleasantly circumstanced.

The College itself is a large old-fashioned house, standing high up in its own beautiful grounds at the head of Lake Windermere. The training course lasts two years of three terms each, and students are not received under eighteen; there is otherwise no limit of age. Candidates must have been well educated and some knowledge of spoken French and of music is very desirable.

Particulars of the Course may be had on application to the Secretary, House of Education, Ambleside. The London Secretary of the P.N.E.U. (26, Victoria Street, S.W.) is always glad to give any information as to the work of the Union and its various agencies.

An interesting Conference, convened by the Central Bureau for the Employment of Women and the Guild of Household Dames, on *Domestic Service for Educated Women*, was held at Caxton Hall, Westminster, on Tuesday, Jan. 30th. We hope to include one or two of the papers then read in next month's issue. As a result of the Conference a Provisional Committee will be appointed by the Central Bureau for the Employment of Women to make investigation and to report to a second meeting of the Conference.

MAGAZINES FOR JANUARY.

ARTICLES BEARING ON WOMEN'S WORK.

The Independent Review. "THE MOTHERS OF THE FUTURE," by E. D. Marvin. Points out that the Code scheme on Domestic Economy has remained unaltered since 1879, and pleads for a more extensive and intelligent teaching of this subject.

The Lady's Realm. Jan. "WOMEN'S RESIDENTIAL CLUBS," by Sydney March.

The Lady's Realm. Feb. "THE STAGE AS A CAREER FOR WOMEN," by Clifton Bingham. Gives some account of the training at the Academy of Dramatic Art.

OVER-KIND AND CARELESS PARENTS.—HOW TO CURE A BAD HABIT.—THE INQUISITIVE CHILD.—THE RIGHT WAY WITH MALICE AND MISCHIEF.

THE
VICES

NINE RULES FOR PARENTS

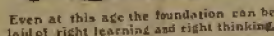
— **ANONYMOUS** — He just told him to do, a
little better, but quietly and cheerfully,
and he did. At all points life comes
out of the world, all the time.

AN INQUISITIVE
GIRL.

"Susie is an inquisitive little girl."

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the defect of its

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...some curiosity as to how the mother casts
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To-morrow another book in this interesting series will be dealt with on this page.

THE READING STAN

NATIONAL EDUCATIONAL UNION
 Fourth Annual Conference at
 University of California
 Berkeley, California

The National Educational Union held its fourth annual conference at the University of California, Berkeley, California, from September 10 to 14, 1934. The conference was held in the University Hall, which was the largest and most modern building on the campus at that time. The conference was attended by approximately 100 delegates from various educational institutions across the United States. The main purpose of the conference was to discuss the current state of education and to propose reforms. The delegates were divided into several committees, each of which was responsible for a specific area of education. The committees included the Committee on the Status of the Teacher, the Committee on the Status of the Student, the Committee on the Status of the School, and the Committee on the Status of the Society. Each committee held several sessions during the conference, during which they discussed various issues and proposed reforms. The conference was a success, and the delegates were able to reach several important agreements. These included the adoption of a resolution on the status of the teacher, the adoption of a resolution on the status of the student, and the adoption of a resolution on the status of the school. The conference also resulted in the formation of the National Educational Union, which is now a permanent organization. The union's main purpose is to advocate for the interests of educators and students across the United States. The union has since held several more conferences, and it continues to be an important organization in the field of education.

